

3-Year License with Stipulation Mathematics Scoring Criteria

Name:

Criteria	Preponderance of Evidence Y/N	Feedback
A. DISCIPLINARY CONTENT AND ASSESSMENT KNOWLEDGE		
<p>A1. Content guidelines meet criteria of the Association of Mathematics Teacher Educators' (AMTE) Standards for Preparing Teachers of Mathematics in addition to the DPI criteria articulated below in A2 - A5.</p> <p>The link above is accessible through an AMTE membership or a hard copy of the content guidelines can be purchased at Information Age Publishing.</p> <p>For a 1400 Mathematics 4-12 license, this will include:</p> <ul style="list-style-type: none"> • Gr. 3 to 5 Chapter 5 Part 1 UE2 • Gr. 6 to 8 Chapter 6 Part 1 ML1 & ML2 • Gr. 9 to 12 Chapter 7 Part 1 HS1 		
A2. Instructional plans include grade- or proficiency-level standards-based learning outcomes.		
A3. Planned progression for learning is clear, logical, and aligned with standards-based learning outcomes.		
A4. Formative, summative, and interim assessments are aligned to grade- or proficiency-level standards-based learning outcomes.		

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A5. Assessments provide students choice in how they demonstrate their learning.		
B. PEDAGOGICAL SKILLS TO FACILITATE LEARNING WITHIN THE DISCIPLINE		
B1. Plans show how learning outcomes and assessment criteria is made evident to students and how feedback is provided to students.		
B2. Instruction facilitates standards-based learning outcomes.		
B3. The teacher uses a variety of instructional strategies to enhance learners' skills and knowledge through opportunities for students to perform, speak, listen, read, write, and think critically.		
B4. Instructional resources are aligned to standards and are culturally and linguistically sustaining.		
C. RESPONSIVENESS TO STUDENTS IN DEVELOPMENTALLY APPROPRIATE AND DISCIPLINARY-SPECIFIC WAYS		
C1. Student interests, linguistic and cultural assets, and abilities are leveraged for learning.		
C2. Developmentally appropriate discussion techniques engage learners.		
C3. Inquiry-based learning engages students in content-area learning.		

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C4. Students have multiple ways in how they access grade-or proficiency-level learning.		
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